



The College at
BROCKPORT
STATE UNIVERSITY OF NEW YORK

350 New Campus Drive, Brockport, New York 14420

www.brockport.edu/graduate

Phone: (585) 395-5465

E-mail: gradadmit@brockport.edu

Fax: (585) 395-2515

Admissions Information and Application Instructions

DEPARTMENT OF COUNSELOR EDUCATION

The College at Brockport utilizes an online application for graduate admission. Please read the application instructions below and utilize the checklist as a guide for submitting **Part I** and **Part II**.

Degrees offered: Master of Science (MS), Master of Science in Education (MSEd), Certificate of Advanced Study (CAS)

Specialization/Emphasis: College Counselor, MSEd
School Counselor, (K-12), MSEd
Mental Health Counselor, MS

School Counseling & Supervision, CAS
School Counseling (Online), CAS
Mental Health Counseling, Bridge, CAS
School Counseling, Bridge, CAS
College Counseling, Bridge, CAS

Department Contact: Dr. Thomas Hernandez
thernandez@brockport.edu
(585) 395-2258

The Graduate School: gradadmit@brockport.edu
(585) 395-2525

Application Deadline: MS & MSEd: February 1 for summer or fall admission
September 1 for spring admission
ALL CAS: July 15 for summer or fall admission
November 15 for spring admission

Please note: Applications received after the published deadlines will be reviewed on a space available basis.

PART I

☐ Complete and submit the online application along with the non-refundable fee (Visa, Mastercard, or Discover only) at www.brockport.edu/graduate/apps.

This includes: ☐ Statement of Objectives.

PART II (Please be sure you have completed Part I, before submitting Part II)

We strongly suggest that you submit all items at once to ensure timely review of your application. Please collect all required documents as requested below and mail to:

The College at Brockport
The Graduate School- Morgan Hall
350 New Campus Dr.
Brockport, NY 14420

- ❑ One **official** transcript from **each and every** college or university you have ever attended in a **sealed** envelope, even if you did not earn a degree there, regardless of perceived relevance of the course work to your current career goals, or the length of time that has passed since you attended. (Transcripts must also be obtained from each and every college or university ever attended regardless of whether or not credits earned were later transferred elsewhere. Each institution must send the transcript directly **to you**. For your convenience, we have included *Transcript Request Forms* for you to use. Please feel free to duplicate these forms if more are needed. Submit the unopened transcript(s) with Part II of your application materials. (Please note: The College at Brockport graduates are not required to submit transcripts of their work at The College at Brockport. In addition, if you were already admitted to The College at Brockport as a non-degree student, you do not need to resubmit the transcript(s) you already provided as part of that process.)
- ❑ Three unopened letters of reference. References must also be returned to you in sealed and signed envelopes. A recommendation will only be accepted if it is in a sealed envelope with the signature of the originator across the seal of the envelope. (Please note: We do not accept placement or credential files.)
- ❑ Signed Retention Policy and Experiential Learning Statement.

FOR CERTIFICATE OF ADVANCED STUDY (CAS) APPLICANTS ONLY:

- ❑ Copy of your New York State School Counselor Provisional Certificate or Certificate of Qualification (if appropriate).
- ❑ Graduates of the MEd in Counselor Education program at The College at Brockport do not have to submit transcripts or letters of recommendation. However, any post-master's degree transcripts from other institutions must be submitted.

FOR INTERNATIONAL APPLICANTS:

- ❑ Official or true certified copies of all post-secondary academic records (transcripts, examination scores, mark sheets, etc.) in both English and the original language.
- ❑ Official or true certified copies of your diploma, degree, or certification, in both English and the original language.
- ❑ International applicants whose native language is not English must submit scores on the Test of English as a Foreign Language (*TOEFL; College code 2537*) or the IELTS. A minimum score of 550 on the paper-based version, a minimum score of 213 on the computerized version or a minimum score of 79-80 on the TOEFL iBT version is required. The IELTS minimum score is 6.5.
- ❑ An original bank statement in the student's name or that of the student's sponsor showing a current balance of at least the total cost of attendance. If the student has a sponsor, a letter, signed and dated by the sponsor, is required. It must include the amount (in US dollars) that will be put toward the student's educational expenses. Photocopies will not be accepted.



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DEPARTMENT OF COUNSELOR EDUCATION

RETENTION POLICY & EXPERIENTIAL LEARNING STATEMENT

Please read the following statements carefully, then sign and date each. You will then need to return this original along with your application. Remember to keep a copy for your own personal records.

RETENTION POLICY*

(Adopted by Department of Counselor Education faculty - March 1994; revised December 2006)

**Adopted from the South Dakota State University Counselor Education Department, with permission.*

The Counselor Education faculty takes a serious view of the professional obligation of mentoring students once admitted, providing assistance and support to facilitate their professional development and ultimate graduation. It is not uncommon that in our concern for the quality of the counselor trainees enrolled in our graduate program, the ability of specific students to function at the standard level expected is called into question. The Ethical Standards of the American Counseling Association (ACA, 2005) in Section F: Supervision, Training and Teaching states:

F.9.b. Limitations

Counselor educators, throughout ongoing evaluation and appraisal, are aware of and address the inabilities of some students to achieve counseling competencies that might impede performance. Counselor educators (1) assist students in securing remedial assistance when needed, (2) seek professional consultation and document their decision to dismiss or refer students for assistance, and (3) require them to seek assistance, or to dismiss them and provide students with due process according to institutional policies and procedures.

In addition to such performance competencies, students must have knowledge of, and adherence to, a high level of ethical conduct as again identified in the Ethical Standards (ACA, 2005):

F.6.d. Teaching Ethics

Counselor educators make students and supervisees aware of the ethical responsibilities and standards of the profession and the ethical responsibilities of students to the profession.

As noted by Stadler (October, 1984) in an editorial "Why be Ethical?" in the American Mental Health Counselors Association Journal:

"Unethical conduct reflects poorly on the counseling profession, its related associations, and on us as members of the profession. Obviously it is not conducive to the development of the profession to condone or overlook such problems" (p. 150).

RETENTION STATEMENT

Counselor trainees are responsible for meeting all requirements of the Department of Counselor Education, State University of New York College at Brockport. More specifically:

1. Students must maintain satisfactory academic standing;
2. Students must adhere to the Academic Regulations and Procedures identified in the YOUR RIGHT TO KNOW AND ACADEMIC POLICIES HANDBOOK (chapter 2);
3. Students must maintain the ethical standards of the American Counseling Association (1997);
4. Students must demonstrate functional competence in fulfilling the professional tasks and duties of the discipline.

The Department of Counselor Education considers lack of functional competence to include but not be limited to the following:

- a) an inability or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior;
- b) an inability to acquire professional skills and reach an accepted level of competency;
- c) an inability to control personal stress, psychological dysfunction, or emotional reactions that may affect professional functioning (Lamb, Cochran, and Jackson, 1991).

The second, third and fourth requirements empower the Counselor Education faculty to place on probation or dismiss a counselor trainee when ethical standards are violated and/or functional competence is seriously inadequate.

RETENTION REVIEW

In view of the seriousness of such situations, the Counselor Education faculty has established the following policies to serve as a working guide when questions regarding retention arise:

1. As a first level of action, an individual Counselor Education faculty member shall meet with the student(s) in question, express the specific concern(s) and seek to establish a plan to remedy the situation before more drastic action would be necessary.
2. As a second level of action, any Counselor Education faculty member shall feel free at any Counselor Education faculty meeting to raise the question of any specific student's progress (and/or competence) in the program and thus initiate informal discussion of the situation. The Counselor Education faculty as a whole shall attempt to remediate the specific concern in an informal approach.
3. If the informal approach developed at level two fails to accomplish the desired goal for any reason, the respective faculty member next presents the specific concern in a formal Retention Review to the Counselor Education faculty as a whole. The purpose of the formal Retention Review is to determine if a more specific plan of remediation can be developed or if the student should be retained in the program. The student's advisor, the department chair and the concerned faculty member will monitor progress of the remediation plan each semester as long as appropriate or until it is decided to terminate the student's tenure in the program.

During this Retention Review, the Counselor Education faculty as a whole will review the student's status in the program, being led in this review by the student's advisor. Second, the student will be provided with the opportunity to present any appropriate information. Third, the concerned faculty member will have an opportunity to elaborate on the nature of the concern.

After the Counselor Education faculty member and student have been heard, discussion by the Counselor Education faculty shall proceed with the goal of making a decision, which may be one of the following:

- A. The concerns do not warrant further action, for whatever reason, and the student will be allowed to continue in the program of study without restriction.
- B. The student may be placed on probation with specific requirement established by remediation. Procedures must be developed for progress to be monitored by the advisor and Department Chair. The Counselor Education faculty as a whole must be consulted and will decide if and/or when the student may be removed from probation. While on probation, the student would not usually be enrolled in a counseling practicum or internship.
- C. The student may be dismissed from the program and may not enroll in further coursework in the Department of Counselor Education at The College at Brockport.

After determination of action by the Counselor Education faculty in the Retention Review process, their decision will be communicated in writing to the student. The student may appeal the Retention Review decision through the College grievance process by contacting the Dean of the School of Professions.

RETENTION STATEMENT

Read by: _____ Date: _____
(signature)

Interest in which program emphasis: (please check one)

☐ School Counselor ☐ College Counselor ☐ Mental Health Counselor ☐ CAS-School Counselor

EXPERIENTIAL LEARNING STATEMENT

The Department of Counselor Education is an experiential program that combines both didactic and experiential approaches to learning to help you become an effective professional counselor. While learning theory and knowledge about counseling is important, it is not sufficient to becoming a professional counselor. The greatest skill or tool that you bring to your role of counselor is your personhood. For that reason, all classes entail an experiential component to help you explore your values, beliefs, behaviors, and feelings that impact you as a counselor.

Experiential learning may result in you experiencing levels of high emotional intensity. This is generally due to the fact that you are gaining self-awareness and addressing peers in an open and genuine way. You are expected to be willing to learn about yourself and to facilitate others to gain self-knowledge.

If this approach to learning is not what you expect or wish to experience, you are encouraged to reconsider your application to the department. If accepted into the program, you are expected to be willing to engage in experiential learning. If you find out that engagement in experiential learning is not what you expect or wish to experience, speak with your instructor and with your advisor to discuss your continuation in your emphasis of study.

EXPERIENTIAL LEARNING STATEMENT

Read by: _____ Date _____
(signature)

Interest in which program emphasis: *(please check one)*

☐ School Counselor ☐ College Counselor ☐ Mental Health Counselor ☐ CAS-School Counselor



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Application for Graduate Admission

RECOMMENDATION FORM DEPARTMENT OF COUNSELOR EDUCATION

Notice to the Applicant: Please complete the section below and forward this form to the individual who will serve as your reference. Letters of recommendation may **NOT** be submitted from the applicant's family members, currently matriculated students in the Department of Counselor Education or Counselor Education faculty. You should also provide a stamped self-addressed envelope so that the reference is returned directly to you. When you receive the completed reference, include it **unopened** as part of your application.

Name of Applicant: _____
Last First Middle Initial

Intended Emphasis: ☐ College Counselor ☐ Mental Health Counselor ☐ School Counselor ☐ School Counselor & Supervision CAS
☐ School Counseling (online) CAS ☐ Mental Health Counseling, Bridge, CAS
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Name of Reference (please print) Phone Number Occupation

Confidentiality: The Family Education Rights and Privacy Act of 1974 (FERPA), as amended, and The College at Brockport guidelines permit enrolled graduate students access to letters of recommendation retained in their files. The applicant may waive this right of access, in which instance, retained letters will be considered confidential and will not typically be available to students. If you wish to waive your right of access to this letter, please indicate by signing your name on the line below. By signing below, you agree to waive all right to review the content of this letter of recommendation.

Applicant's Signature Date

NOTICE TO THE RECOMMENDER:

Applicant named above has selected you as a reference. Your candid assessment of the applicant will greatly assist The College at Brockport in determining whether or not the applicant should be admitted for graduate study. Graduate education is a demanding pursuit and our program is interested in admitting students who are ready for this challenge and are likely to succeed in it. Your reference is factored heavily into the admissions decision. The more complete and detailed you can be in your assessment, the greater value your reference will hold for the applicant.

Our application process is self-managed, meaning the applicant must turn in a completed application package containing all required materials. After completing this recommendation form, please return it to the applicant in a sealed envelope and sign across the seal. The applicant will then forward it **unopened** to the Office of Graduate Admissions as part of the completed application. DO NOT send the reference to the College as it will be returned to you and delay the applicant in returning a completed packet.

The College at Brockport's Office of Graduate Admissions thanks you for taking time to complete this reference form.

Assessment:

The department's program focuses on developing competent and committed professional counselors and/or personnel workers. Therefore, we are looking for individuals who are intelligent, emotionally stable, sensitive, and interested in helping people. Counseling and personnel work require critical and conceptual thinking, clear and concise writing and speaking skills, and a mature attitude.

Based on your knowledge of and/or relationship with the applicant, please address the following questions:

1. Indicate the number of years and in what capacity you have known the applicant.
2. Evaluate the applicant's ability and motivation to do graduate work.
3. Indicate any evidence that the applicant can be a helping person to others.
4. Assess the applicant's openness to receiving constructive feedback.
5. Identify the applicant's strengths and weaknesses regarding emotional stability, self-motivation, self-awareness and maturation.

Signature of Recommender

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